

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Apply Introductory Principles

Course Code: 034393 CIP Code: 11.0103

COURSE INTRODUCTION:

Course Rationale: Rapid technological advancement by businesses to reach global markets, greater focus on industry certifications and national skill standards, expansion of responsibilities of office workers, portability of employee skills—all these increase the need for business students in career education programs to have skills in Web design and maintenance.

Course Description: This course deals with the use of Web programming languages (HTML, Javascript, etc.), graphics applications, and other Web authoring tools to design, edit, launch, and maintain Web sites and pages. Such topics as Internet theory, Web page standards, Web design elements, user interfaces, special effects, navigation, and emerging Web technologies will be included.

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UNIT DESCRIPTION: This unit will introduce students to the following: 1. Web resources to develop web pages 2. E-commerce concepts in relationships to web-based projects 3. Platform/web browser differences and how they affect resolutions 4. Web design opportunities		SUGGESTED UNIT TIMELINE: 10-15 days CLASS PERIOD (min.): 50 minutes				
ESSENTIAL QUESTIONS: 1. What skills will you develop in web design that will impact your leadership skills? 2. Why is it important to build scaffolding in web-based resources, E-commerce concepts, platforms, and browsers before you begin creating a web page?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	NBEA	DOK
1. Define terms related to Web projects				RI.11-12.4	COMM.I.B.1.4	1
2. Use Web-based resources (e.g., tutorials, Webquests, on-line resources, free download sites)					IT.VIII.1-2.1	1
3. Discuss E-commerce concepts as they relate to Web-based projects					ENTRE.VI.D.3.3	3
4. Differentiate among platforms and browsers in relationship to the Web					IT.VII.3.4	3
5. Explain how resolution affects Web page creation					IT.VII.1-2.4	3
6. Identify careers/self-employment and certification opportunities in Web design and production					IT.VII.3.14	1
7. Exhibit leadership skills through a student organization (e.g., FBLA, PBL)					COMM.II.A.4.5	1

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ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

The students will be able to answer the essential outcomes through two short essays.

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	List, Group, Label (ListGroupLabel.docx)
2	Identify free Web-based resources available to students (www.w3schools.com (tutorials) , http://notepad-plus-plus.org (free download – HTML editor), www.gimp.org (photo editor)
3	Class Discussion
4	Compare and Contrast - (such as a Venn Diagram – www.eduplace.com/graphicorganizer)
5	Reading Activity – Text Tagging (TextTagging_Instructions.pptx)
6	Guest speakers from community
7	Register students in FBLA
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	List, Group, Label (see instructional strategy above)
2	Make students aware of free Web-based resources available to create Web pages from scratch
3	Discussion over the prompt – “If you were starting a business, what are some of the ways you would promote it?” Guide the conversation into an E-commerce conversation.
4	Have students prepare a graphic organizer (such as a Venn Diagram – www.eduplace.com/graphicorganizer)

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5	Article – “Web Page Design Inspired by Edward Tufte” (ScreenSizeResolution_AffectOnGraphics.docx)
6	Use the Occupational Outlook Handbook (www.bls.gov/ooh) to research Web design opportunities
7	Present resources available on FBLA Website (www.fbla-pbl.org)
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>See files and shortcuts above, also found at:</p> <ul style="list-style-type: none">• www.w3schools.com (tutorials)• http://notepad-plus-plus.org (free download – HTML editor)• www.gimp.org (photo editor)• www.eduplace.com/graphicorganizer• www.bls.gov/ooh• www.fbla-pbl.org <p>Resources@MCCE - BE 50.0401 W334.1, The Non-designer's Web Book, Third Edition: Robin Williams and John Tollett, BERKELEY, CA, PEACHPIT PRESS, 2006. Authors share the creative ideas, useful techniques, and basic design principles that are essential to great Web design—all in the context of the most current technology, software, and standards. Real-world examples, interesting illustrations, and simple instructions.</p> <p>Resources@MCCE - T&I VIDEO 6, Web Designer: Career Opportunities for Young People: TMW Media Group, Inc., VENICE, CA, TMW MEDIA GROUP, 2003. Host Melody Young visits cyberspace where she teams up with a website designer to show what can be done with a working knowledge of computers. Subjects covered include: Website design as a career; Why is communication important; What type of training is necessary; Is college important? 14 minutes.</p>	